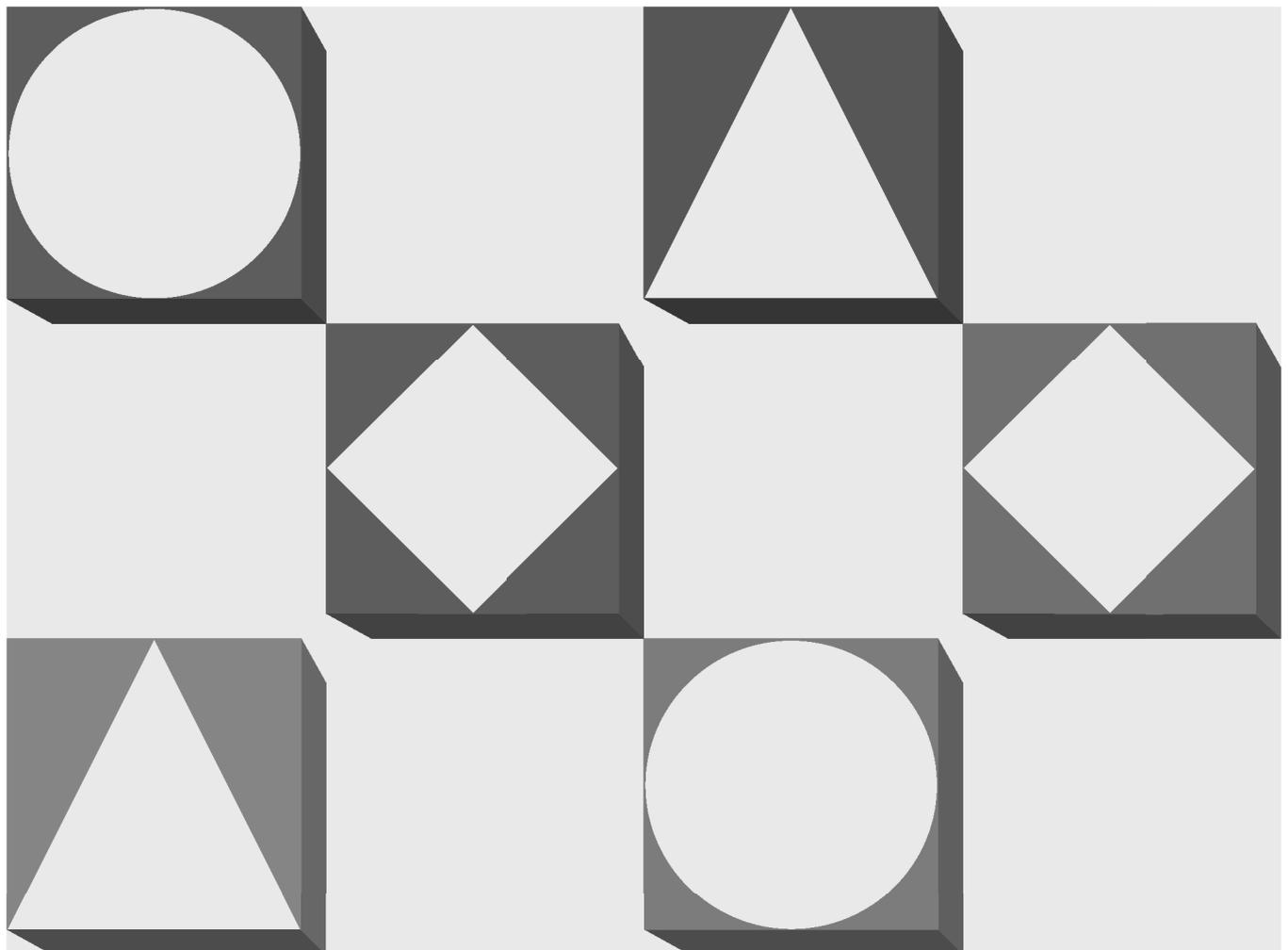


BRIGANCE® Diagnostic
INVENTORY OF EARLY DEVELOPMENT-II

Getting Started

WITH THE IED-II

Albert H. Brigance





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Introduction

What Is the *IED-II*?

The *BRIGANCE® Diagnostic Inventory of Early Development* or the *IED-II* is designed for use in early childhood programs for infants, children and students below the developmental age of seven years.

Is the *IED-II* Criterion Referenced?

The *IED-II* is a criterion-referenced measure, meaning that a professional can compare each child's performance to mastery of specific skills. It is widely used in curricular planning, assessment of school readiness skills and in the development of Individual Educational Programs (IEPs).

Is the *IED-II* Standardised?

The *IED-II* is standardised and validated for children zero to seven years of age, meaning that a child's mastery of skills are compared with that of children of the same age. Educational personnel can continue to obtain detailed information about children's skill levels, but they may also derive quotients, percentile ranks, and validated age-equivalent scores. Thus the *IED-II* can be used for diagnostic as well as classroom assessment, progress monitoring and program evaluation.

.....
The *IED-II*

is both

criterion referenced

and standardised.
.....

The *IED-II* Family of Products

- The *BRIGANCE® Diagnostic Inventory of Early Development* or *IED-II*, for infants, children and students below the developmental age of seven years
- The *Developmental Record Book* for criterion-referenced assessment
- The *Class Record Book* to chart class performance
- The *Standardised Assessments Examiner's Book* containing the 46 standardised assessments from the *IED-II*
- The *IED-II Standardisation and Validation Manual*
- The *IED-II Standardised Assessments Record Book* for norm-referenced assessment
- The *BRIGANCE® Self-help and Social Emotional Scales*
- *Testing Accessories Kit*
- The *BRIGANCE® IED-II Management System*
- The *BRIGANCE® IED-II Standardised Scoring Conversion CD*

.....
Use the *IED-II*
to develop IEPs.
.....

What Is the Purpose of the *IED-II*?

The *IED-II* can be administered by teachers, developmental and school psychologists, and other early childhood professionals. The *IED-II* produces a complete range of information on children's developmental progress through distinct skill sequences as demonstrated under real-life, everyday conditions. The *IED-II* is both a criterion-referenced and norm-referenced (standardised) assessment.

- ✓ **The *IED-II* meets assessment requirements** and can be used as the educational and adaptive behaviour portion of a battery that identifies children with learning disabilities, cognitive delays, language impairment or other exceptionalities.
- ✓ **The *IED-II* produces age equivalents, percentiles and quotients** needed for normative assessment of skills in daily living skills, fine motor, gross motor, social-emotional, prevocational abilities, self-help skills, language, academic/cognitive and adaptive behaviour.
- ✓ **The *IED-II* identifies children's strengths and weaknesses across skill areas**, making it indispensable for the development of IEPs. By comparing performance across skill areas, it is possible to see whether children have, for example, strengths in specific aspects within developmental domains (e.g. isolated expressive language skills but limitations in ability to use these skills in context) or across developmental domains (e.g. strengths in academics but weaknesses in motor areas).
- ✓ **The *IED-II* enables examiners to determine where children's skills lie.** For example, if they cannot demonstrate a higher-level skill such as identifying coin values, the *IED-II* enables a view of prerequisites, such as identifying coin names, or even more basic skills, such as pointing to coins when named. This enables educators to decide precisely where to begin instruction in each skill area.

.....
Use the *IED-II*
to monitor progress.
.....

How Is the *IED-II* Used?

- ① **as an assessment instrument to**
 - determine the developmental or performance level of the infant, child or student.
 - identify areas of strength and weakness.
 - identify instructional objectives at the child's level of development in order to plan a developmentally appropriate program.
 - obtain assessment data that can be used with other data to support a referral or diagnosis.
- ② **as an assessment** for the most cognitively delayed students.
- ③ **as an instructional guide** with objectives stated in functional and measurable terms.
- ④ **as a recordkeeping tracking system** that is ongoing, specific, graphic and easily interpreted.
- ⑤ **as a tool for developing and communicating an Individualised Education Plan (IEP)** that best meets the needs of the child.
- ⑥ **as a resource for training parents/caretakers and professionals** in child growth and development.
- ⑦ **as a standardised testing instrument when needed.**

For criterion referenced assessment, use the *IED-II* and the accompanying *Developmental Record Book*.

For norm-referenced or standardised assessment, use the *IED-II Standardised Assessments Examiner's Book* and the accompanying *Standardised Assessments Record Book*.

Summary of the *IED-II*

- Determines readiness for school
- Tracks developmental progress
- Provides a range of scores needed for documenting eligibility for special education services
- Compares children's skills within and across developmental domains in order to view strengths and weaknesses
- Determines entry points for instruction
- Assists with program evaluation

Summary of Standardisation Research

- The *IED-II* was standardised on a large population of children and in a variety of settings—reflecting the wide range of applications for the measure.
- The standardisation sample is representative in terms of ethnicity, income, level of education, area of residence, and so forth.
- Similarities in performance across settings indicate that the sample was sufficiently large for capturing variations in performance and that the *IED-II* has directions sufficiently clear that it can be administered accurately by a range of professionals while eliciting comparable performance from children tested in various settings. (.82 – .96)

Summary of Reliability Research

The *IED-II* is a highly reliable tool. The overall scores for each subdomain/domain have:

- a high degree of internal consistency (.85 – .99)
- excellent test-retest reliability (.89 – .95)
- outstanding inter-rater reliability (.82 – .96)

For more detailed information on the reliability of the *IED-II*, see Chapter 7 of the *IED-II Standardisation and Validation Manual*.

Standardisation and Reliability

The standardised assessments in the *IED-II* were included in a standardisation study conducted by Dr. Frances P. Glascoe in 2003.

What Is Standardisation?

Standardisation means:

- The directions for scoring and administration have been field-tested and are clear enough that the test can be administered in exactly the same way by different examiners.
- The test has been administered to hundreds of children, who represent different geographic regions and demographic characteristics of the population as a whole.
- The parents of children in the standardisation sample represent the population in terms of educational attainment, income levels and other demographic characteristics.
- The pooled scores generate normative results or “norms” that are truly reflective of average and they also capture the range of performance. Thus standardisation enables *IED-II* users to confidently compare each child tested to the national sample.

For more detailed information on the validation study, see Chapter 6 of the *IED-II Standardisation and Validation Manual*.

What Is Reliability?

Reliability refers to the consistency of children’s scores when tested by different people or at different times. Because no instrument is perfect, information about reliability reveals whether differences in scores are due to true differences in child performance versus chance error.

- **Internal consistency** tells how well assessments on the *IED-II* relate to total composite, subdomain or domain. This information supports the contention that specific types of assessments cluster into measures of unique aspects of child development.
- **Standard error of measurement** indicates how much scores are likely to differ if the test were readministered within a short time frame. This accounts for measurement error and provides a safeguard against placing undue emphasis on a single numerical score.
- **Confidence intervals** estimate the level at which we can be sure that the true score is within a certain range around the observed score.
- **Test-retest reliability/Coefficient of stability** answers the question, if you administer the *IED-II* assessment several days to several weeks later to the same child, do you get roughly the same score?

Introducing the Key Features of the *IED-II*

Is designed for children from birth to developmental age seven.

Can be administered and scored in about twenty to fifty-five minutes, depending on children's ages and selection of subtests.

Measures children's skills in a broad range of areas including fine and gross motor, receptive and expressive language, academic/cognitive and graphomotor development, social-emotional, self-help skills and adaptive behaviour.

Provides rich intradomain information about strengths and weaknesses by comparing:

- Fine- versus gross-motor skills including: drawing/visual motor skills versus writing skills; nonlocomotor skills such as standing and jumping versus locomotor skills such as crawling, walking and running.
- Receptive versus expressive language skills including: receptive knowledge of nouns and early listening versus action words and concepts; isolated expressive language skills such as vocabulary and verbal memory versus actual conversational skills.
- Quantitative/general academic/cognitive versus prereading/reading preacademic/academic skills.
- Self-help versus prevocational skills.
- Play skills and group behaviour versus one-on-one social-emotional skills.

Uses a criterion-referenced approach to assessment in that, for all items, a complete sample of skills is measured.

Results can be easily translated into instructional objectives.

Enables teachers to identify a sequence of objectives and skill progressions for current instruction and instructional planning.

Identifies developmental strengths and weaknesses.

Is used to monitor progress and develop IEPs.

Includes goals and objectives in broad areas such as: prevocational, self-help, functional academics, recreation, etc.

Facilitates task analysis—breaking skills into prerequisites, and chaining of steps needed for skill mastery.

Results can be used as indicators of adaptive behaviour and language skills.

Is easily scored by assigning a point value to each skill assessed. Total points for skills can be converted to quotients, percentiles, age equivalents and/or instructional ranges.

Allows completion by interview/observation for many of the items, thus ensuring holistic assessment of children's development.

.....
Assess and score
in 20–25 minutes.
.....

Key Features of the *IED-II* (continued)

Has a high degree of internal consistency and test-retest and inter-rater reliability.

Has substantial validity of various types. Correlates highly with criterion measures of academics and intelligence, and of language, social and motor skills.

Includes an adaptive behaviour composite for examiners and programs requiring such scores for eligibility, developmental monitoring and program planning.

Assesses school readiness by tapping predictors of school success.

Is well researched and referenced.

Does not require specialised materials. Most materials needed for conducting assessments can be found in settings serving infants and children. A *Testing Accessories Kit* can be purchased separately.

It's Part of the *BRIGANCE*[®] System

The *IED-II* is part of the *BRIGANCE*[®] assessment system—the infant, toddler and early childhood component. Other components of the *BRIGANCE* system and the population for which they were developed are as follows:

- 1 The *BRIGANCE Screens* were developed as quick screening assessments (12–15 minutes) for children from birth through to year one. They include the following:
 - *Infant & Toddler Screen*—assessments for infants and toddlers
 - *Early Preschool Screen-II*—assessments for two-year-old and two-and-a-half-year-old children
 - *Preschool Screen-II*—assessments for three-year old and four-year-old children
 - *K & 1 Screen-II*—assessments for children ending preschool/entering prep, ending prep/entering year one, and those ending year one/entering year two

The *Technical Report for the BRIGANCE Screens* details norming, standardisation, reliability and validity data, as well as guidelines for effective use of the *Screens*.

The *Scoring Software for the BRIGANCE Screens* automatically computes chronological ages and creates reports for individual children with at-risk cutoffs, growth indicators, percentiles, quotients and age equivalents.

The *BRIGANCE Screens Management System* allows examiners to administer the *Screens* and enter data online, enabling examiners to view a wide variety of reports useful in the classroom, school and beyond.

.....
Record scoring data
on paper or online.
.....

It's Part of the BRIGANCE® System *(continued)*

- ② The *Comprehensive Inventory of Basic Skills–Revised* was developed for use with primary and middle school students. An online management system and scoring software are available for the *CIBS–R*.
- ③ The *Life Skills Inventory* was developed for use in vocational, secondary special education, ESL and adult education programs. An online management system is available for the LSI.
- ④ The *Employability Skills Inventory* was developed for use in secondary, vocational, adult education, ESL and job training programs. An online management system is available for the *ESI*.

What Are the Criterion-Referenced Skill Areas?**Criterion-referenced assessments:**

- are easy to administer—teachers pick and choose assessments based on student and program needs
- produce results that translate directly into instructional plans
- provide ongoing, easy-to-interpret record of assessment results and instructional objectives.

Developmental sections with Comprehensive Skills Sequences include:

- Perambulatory motor skills and behaviours
- Gross-motor skills and behaviours
- Fine-motor skills and behaviours
- Self-help skills
- Speech and language skills
- General knowledge and comprehension
- Social-emotional development

Early academic skills sections include readiness, basic reading skills, manuscript writing and basic maths.

.....
 Comprehensive Skill
 Sequences can help
 in curriculum planning
 and instruction.
